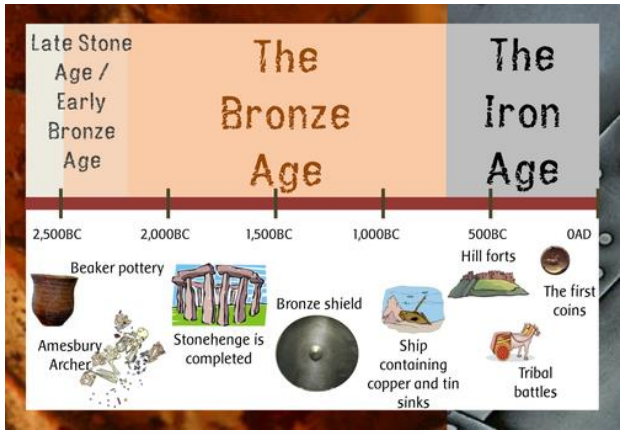
Curriculum Journey

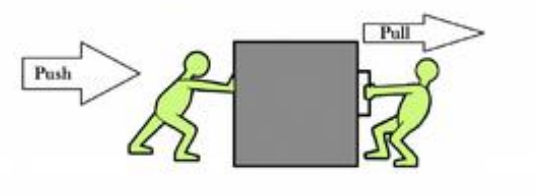
Year 3 - Autumn 1

Areas of learning

As historians we will learn about the Stone Age, Bronze Age and Iron Age and what life was like during these periods of history. As scientists, we will explore forces and magnets through exciting investigations. Within computing, we will be learning to design and edit on Publisher whilst discussing how to stay safe online. In RE, there will be a focus on humanism and how different significant individuals live their lives through their faith. Our Art lessons will link with our History topic, where we will be learning to use charcoal to create dynamic cave art on a large scale. As musicians, we will have the opportunity to learn to play a string instrument!









4Bs focus
Be a learner
Be safe
Be respectful
Be responsible

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
Use phonics and other strategies to decode unfamiliar words.
Maintain and further develop positive attitudes to reading - read different types of books and read aloud poems.
Retrieve information from the text (using our ‘magic finger’ to skim and scan)
Develop our vocabulary through exploring new words in depth, looking at their meanings and usages.
Draw inferences e.g. about characters’ feelings, thoughts and motives from their actions.
Make predictions based on what has been read so far.
Identify how language, structure and presentation contribute to meaning e.g. paragraphs, headings, subheadings, inverted commas to punctuate speech.</td><td>Grammar
Adjectives (use expanded noun phrases)
Coordinating conjunctions (e.g. use or / and / but)
Subordinating conjunctions (e.g. some use of when / as / if / that / because)
Verbs
Adverbs and time adverbials (e.g. often / quickly / very - for cohesion / detail)
First and third person
Past and present tense
Common and proper nouns
Synonyms
Prepositions (e.g. near, at the station)
Apostrophes of possession</td></tr>
<tr><td rowspan="2">Writing
Use . , for lists ? ! ‘ for contractions and singular possession.
Begin to explore further aspects of comma use (e.g. ,but ,or)
Begin to explore inverted commas “ “
Write coherent narratives with simple openings and closings.
Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.
Use prepositions and –ly adverbs.
Accurately use a/ an.
Select nouns, verbs and adjectives for precision and impact – using expanded noun phrases.
Make simple additions, revisions and proof-reading corrections to their writing.</td><td>Spelling
suffixes - (ed, in, s, ment)
prefixes (re un)
Suffix -ly
Adding on suffixes er/est/ly/ness
Suffix -ward
Suffix -s/ -ing / -ion /-ive
Plurals</td></tr>
<tr><td>Handwriting
Form capital and lower case letters correctly.
Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant).
Join letters with diagonal and horizontal strokes.
Holds pencil correctly with the correct grip.</td></tr>
</table>

MATHS	
Time • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]. *Time will be revisited throughout year 3.* **Place value within 1000** • Learn how to count in 100s from 0 to 1,000. Write the numbers in both numerals and words. • Understand that a number up to 1,000 is made up of some 100s, some 10s and some 1s. • Represent numbers in place value grids and write 3-digit numbers in multiple ways. • Identify values and mark points on number lines (0-1000) that go up in 100s, 10s and 1s. • Understand where numbers lie on a number line (0-1000). Identify numbers that lie between two points. • Find 1, 10, 100 more or less than a given number (including cases that require an exchange). • Compare two groups of objects or 2 3-digit numbers using the <, > and = signs. • Order three or more numbers up to three digits in length. • Count forwards and backwards in 50s from 0 to 1,000. Count from any multiple of 50. Work out how many 50s in a number.	**Addition and subtraction** • Use their knowledge of number bonds within 10 to add and subtract multiples of 100, up to 1,000. • Add and subtract a single digit to and from a 3-digit number, using their understanding of place value. • Understand how to recognise additions where they will bridge a ten, and know how to use exchange of 10 ones for 1 ten. • Subtract a single digit number where the subtraction bridges a 10. Understand how to exchange 1 ten for 10 ones. • Add a multiple of 10 to a 3-digit number by using their knowledge of number bonds to add the 10s digits. • Develop their understanding of adding 10s to a 3-digit number, including examples, which require exchange of 10 tens for 1 hundred. • Subtract a multiple of 10 from a 3-digit number, including where they have to exchange 1 hundred for 10 tens. • Develop written methods for addition, including exchange of 10s and 1s. • Subtract using column methods with exchange where necessary. • Explore patterns in addition and subtraction and the effect on different digits of adding or subtracting 1s, 10s or 100s. At this stage, they do not explore calculations requiring exchange. • Add two 3-digit numbers where no exchange is necessary. They will use a written column method and begin with the 1s, then the 10s and then the 100s. • Add two 3-digit numbers where exchange may be necessary. Recognise when it is or is not necessary. • Subtract a 3-digit number from another 3-digit number where no exchange is necessary. Represent the subtraction as a written column subtraction.

<table>
<tr><td></td><td>ART – Gestural Drawing with Charcoal</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Practical – (value/tone) Chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.
Theoretical – Art from the past can give us clues about what it was like to live at that time.
Disciplinary – How can people use art to tell a story and communicate with others?

1. To study cave drawings and discuss how art from the past can give us clues about what it was like to live at that time.
2. To discover the different things that I can do with charcoal through gestural mark making.
3. To use charcoal with purpose to make more accurate shapes and drawings
4. Know that Chiaroscuro means “light/dark” and to explore tone by drawing using the following techniques: linear hatching, cross hatching and stippling.
5. To know how to use charcoal with purpose to achieve accurate shapes and value
6. To create dynamic, atmospheric gestural drawings with charcoal.
7. To make suggestions for ways to adapt and improve a piece of art work</td></tr>
<tr><td>Music – Wider opportunities with Richmond Music trust
• To know the names of the string instruments, viola, violin and cello.
• To know the parts of a violin: strings, bridge, bow, neck, fine tuners, chin rest, pegs, finger board</td></tr>
<tr><td>Computing
• To recognise how text and images convey information
• Log into the school network using own username and password
• To recognise that text and layout can be edited
• To be able to choose appropriate page settings
• To know how to add content to a desktop publishing publication
• Be able to copy and paste text and images
• To be able to demonstrate how to use key phrases in search engines to gather accurate information online.
• To understand how different layouts can suit different purposes
• To know two benefits of desktop publishing
• The benefits of desktop publishing include reduced time requirements, reduced costs, ability to share jobs and better overall appearance of documents.</td><td>PE – OAA (Outdoor and Adventurous Activity)
• To develop co-operation and teamwork skills.
• To develop trust and teamwork.
• To involve all team members to work towards a shared goal.
• To develop trust whilst listening to others and following instructions.
• To be able to identify objects, draw and follow a simple map.
• To draw a route using directions, orientate a map and navigate around a grid.
• I am developing map reading skills.
• I can follow and give instructions.
• I can listen to and am accepting of others' ideas.
• I can plan and attempt to apply strategies to solve problems.</td></tr>
</table>

PE - Fundamentals	SCIENCE - Forces and Magnets What is a force and why is it necessary?
• To develop balancing and understand the importance of this skill. • **Balancing**: understand how balance helps us with everyday tasks. • To understand how to change speed and be able to demonstrate good technique when running at different speeds. • **Running**: understand that leaning slightly forwards helps to increase speed (acceleration). • To demonstrate a change of speed and direction to outwit others. • To develop technique and control when jumping, hopping and landing. • **Jumping and hopping:** know that if I jump and land in quick succession, momentum will help me to jump further. • To develop skipping in a rope. • **Skipping**: understand that I should turn the rope from my wrists with wide hands to create a gap to step through. • To apply fundamental skills to a variety of challenges. • Work in a small group • Give and receive simple feedback within a group • Use basic rules (safely, fairly and honestly) • Make an effort to manage emotions (sportsmanship)	• Magnet investigation – which magnet is strongest? • To ask relevant questions when prompted • To record findings in various ways using bar chart • Use data collected to place magnets in order of strength • Report on findings from enquiries, including oral and written explanations • Which is the strongest magnet? – To set up comparative tests • To set up simple practical enquires • Know about and describe how objects move on different surfaces • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel (each other and other materials) • Predict whether magnets will attract or repel and give a reason To record findings in various ways using simple scientific language, - carroll diagram • Know that magnets have 2 poles • Magnets have a N and S pole • Like (same) poles repel and opposite poles attract • Some materials are attracted to magnets for example steel and iron. • Rough surfaces create more friction which will slow an object down • Shoe Grip – Discuss fair test when setting up enquiries • Use data collected to decide on best surface for car To use results to make predictions for new values • Begin to use results to draw simple conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.
RE – Christianity/Humanism- *How do people live their faith?*	
• To know about the life of Mother Teresa • Mother Teresa was inspired by Jesus' words 'Love one another as I have loved you'. • To know about the life of Nelson Mandela • Nelson Mandela campaigned for equality • What can we learn from David Attenborough? • What did Stephen Hawking teach us? • Humanists believe we have one life to live, there is no afterlife • Humanists believe they have a duty to support each other I can give examples of how different people show that religion is important to them	

HISTORY – Stone Age to Iron Age **How did Britain change from the beginning of the Stone Age to the Iron Age?**	**PSHE - Being Me in My World**
• Place the historical events of previous history topics correctly on a timeline • Place the historical events of the Stone, Bronze and Iron Age on a timeline in chronological order. • The Stone Age started about 2.6 million years ago when Humans started to live in Europe • What does prehistory mean? • To know that in the early stone age people were hunter-gatherers. • Examine what things would be a threat, an asset or both • What was Skara Brae and why was it important? It was an archaeological site found on the Orkney Islands in Scotland. • To know that Skara Brae is a Stone Age village that has been well preserved. • To know that Stonehenge is a famous pre-historic monument in Wiltshire. • Know the main differences between the stone age and the iron age. • Later in the stone age and iron age humans settled in communities and started farming animals and crops. • The Iron age followed the Bronze age and this is when tools and weapons became more advanced in farming.	• I recognise my worth and an identify positive things about myself and my achievements. • I can set personal goals • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view • Know what a personal goal is • Know that others may hold different views Know that the school has a shared set of values – 5Cs